Social Life

(Key Stage 3)

Points to note: Promotion of sex education in schools is not to encourage premature love affairs or premarital sexual relationship of students. On the contrary, we expect teachers can take a prudent and objective attitude, be open-minded and listen carefully to understand the needs or problems of their students, so as to help them discuss sexuality issues with a responsible attitude.

**Learning Objectives:**

* To understand the meaning of dating violence
* To learn how to handle dating violence and protect themselves
* To acquire skills in maintaining healthy love relationships and nurture students respect for others

**Life-Event Exemplar: A Controlling Romantic Relationship (Dating Violence)**

**Values & Attitudes:**

Respect, Rationality, Confidence, Self-protection

**Learning Materials:**

1. Animation: “A Controlling Romantic Relationship” (Please refer to the animation file)
2. Appendix I: “A Controlling Romantic Relationship” Animation Summary and Discussion Questions
3. Appendix II: Worksheet “Time Machine of Romantic Love”
4. Appendix III: Worksheet “Q &A about Romantic Love”
5. Appendix IV: Worksheet “Conception of Romantic Love”
6. Appendix V: Reference for Teacher “A Controlling Romantic Relationship”

**Procedures:**

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| **Procedures (for reference)** | **Key Learning Points** |
| **Activity 1: Time Machine of Romantic**  **Love**   1. Divide students into groups and let them watch Scene 1 of the animation “A Controlling Romantic Relationship”. Then invite them to answer the discussion questions. (Appendix I) 2. Give each group a worksheet (Appendix II) to discuss how the main character should respond to unreasonable requests from his partner. Each group completes and role-plays the ending of the scenario. 3. Give feedback to students’ answers and remind them to be rational and autonomous in a love relationship. They should also learn mutual respect and self-protection and avoid neglecting their own feelings and forcing themselves to please their partners. (Appendix V) | * Think about the ways to handle dating violence. * Be rational and autonomous and increase the awareness of self-protection in a love relationship. |
| **Activity 2:** **“Q & A about Romantic Love”**   1. Give each group a worksheet. (Appendix III) Teacher explains the meaning of dating violence and invites students to discuss in groups what expressions of love or dating violence are based on the conversation between Wing and Lam and their behaviour in the coffee shop. 2. Invite students to express their opinions, highlight teenagers’ misunderstanding of love relationships in their responses where appropriate and remind them that they may fall into unequal relationships unknowingly if they rely too heavily on feelings to enhance their ability to discern whether a relationship is healthy. (Appendix V) | * Differentiate between expressions of love and dating violence. * Understand love involves care and respect but no verbal or physical abuse to hurt or control partners and raise students’ awareness of unequal relationships. |
| **Activity 3:** **Conception of Love**   1. The whole class watches Scene 2 & 3 of the animation “A Controlling Romantic Relationship”. (Appendix I) 2. Give each group a worksheet (Appendix IV) to discuss an assigned character. Students discuss the love concept of each character based on his/her behaviour and give some suggestions to help the character develop a healthy love relationship. Then each group sends a representative to give a presentation. 3. Teacher can make use of the discussion questions 1–3 to encourage students to express their own views on love. If possible, teacher can invite both male and female students to express their opinions about love and give feedback to their views so as to bring out a positive love concept and emphasise the important elements in maintaining a healthy and balanced love relationship and the proper ways to handle dating violence. (Appendix V) | * Reflect on what healthy concept of love is and understand the important elements in maintaining a balanced love relationship through analysing the characters’ views. |

**Teacher’s conclusions:　(for reference)**

* 1. Many teenagers are misled by the sexuality and the romantic relationships portrayed in popular culture which conveys the message that love is complete submission or control over one’s partner. They feel obliged to fulfil their partners’ requests, neglecting that **the important elements in maintaining a healthy relationship comprise respect and communication**. At the same time, teenagers may hold some misconceptions of love relationship which influence the ways they get along with their partners. For example, females expect their boyfriends to express their love and care by being submissive and gentlemanly males should tolerate their girlfriends. When the partner fails to fulfil one’s expectations, one may find it unacceptable, leading to an unequal love relationship or even dating violence.
  2. Teenagers need to understand that love is not merely about fulfilling the expectations of one’s partner, but about **mutual respect, communication and being considerate**. **In a healthy romantic relationship, both partners should enjoy a sense of security**, as well as **freedom in their own lives and freedom to make friends**.
  3. **Teenagers should stay alert, learn how to handle dating violence properly and enhance their independent thinking skills**. If you are in an unequal relationship or encounter dating violence, **you should protect yourselves, clearly express your feelings and your hope of being respected**. You can also tell people who you trust or who can help and support you. If necessary, you may choose to end the relationship under safe circumstances. If your partner threatens to hurt themselves, you or people who are close to you, you should seek help from social workers and even the police.

Appendix I

**“A Controlling Romantic Relationship”**

**Animation Summary and Discussion Questions**

Theme: Dating Violence

**Scene 1 (Coffee Shop)**

Secondary school students Siu Yau and Siu Ying do revision in a coffee shop. Wing, a girl, dashes into the coffee shop to look for her boyfriend (Lam), angrily asking him why he did not answer her calls, doubting if he has dated another girl, and leaves. The boy chases after Wing to the outside. Wing demands him to kneel down to apologise or she will not forgive him.

**Discussion Questions:**

1. How is the relationship between Lam and Wing? Is it balanced? Why?

2. Why does Wing treat Lam this way and with such an attitude?

**Scene 2 (In the classroom)**

Siu Yau and Siu Ying discuss Lam and his girlfriend’s relationship in the classroom during recess. Siu Yau says Lam’s girlfriend has got character, because she is able to order Lam who is manly and assertive to kneel down on the street. Siu Ying, on the other hand, thinks the girl is too rude and does not take care of Lam’s feeling.

**Scene 3 (In the school canteen)**

During lunch, Siu Ying sees that Lam is upset. She goes over to him and tells him she has seen him at the coffee shop, saying it is unreasonable for his girlfriend to order him to kneel down and apologise. Lam says his girlfriend does not like him to be with other girls and would break up with him if he does. Siu Ying says she just will be more unreasonable. At this moment Lam receives a text message from Wing, asking him not to contact his female friends anymore or she will break up with him.

**Discussion Questions:**

1. Which character’s conception of love is similar to yours? If yours is different from theirs, what’s your view?

2. What are the important elements in maintaining a healthy love relationship?

3. If you were Lam, how would you respond to Wing’s unreasonable requests?

Appendix II

**Worksheet: “Time Machine of Romantic Love”**

1. In the animation, Wing requests Lam to sincerely apologise by kneeling down on the street outside the coffee shop. If you were Lam, how would you respond to Wing’s request? Please try to complete and role-play the ending.

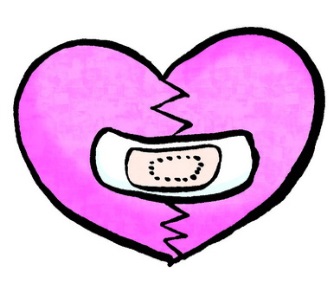
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1. What values or attitudes are reflected in your response? Are they consistent with the way you get along with others?

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Appendix III

**Worksheet: “Q &A about Romantic Love”**

Referring to the conversation and the interaction between Wing and Lam in the coffee shop, decide whether each of the following is love or dating violence? Please express your opinions and state the reasons.

1. Wing calls Lam more than 50 times and inquires Lam’s friends where he has been.

**This should be regarded as love/dating violence, because:**

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1. Lam switches off the phone to concentrate on his revision but Wing responds by calling him “an idiot”.

**This should be regarded as love/dating violence, because:**

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1. Wing requests Lam to explain where he has been and questions if he is dating another girl.

**This should be regarded as love/dating violence, because:**

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1. Lam rushes out of the coffee shop to stop Wing and makes an apology.

**This should be regarded as love/dating violence, because:**

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1. Wing demands Lam to kneel down and apologise in the presence of all to show his sincerity.

**This should be regarded as love/dating violence, because:**

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Appendix IV

**Worksheet: “Conception of Love”**

1. Do you agree with Wing, Lam, Siu Yau and Siu Ying’s conception of love? Please discuss in groups and provide reasons.



Wing: “I doubt your sincerity unless you kneel down to apologise in the presence of all.”



Siu Yau: “Isn’t that only a sassy girl can order others like this?” “Couples take delight in having quarrels. Don’t be too serious as they will be reconciled soon.”

「情侶之間耍下花槍，係情趣嚟嘅，唔使咁認真，一陣就無事架啦。」



Lam: “She’s my dream girl, and I’m her boyfriend! I have to do whatever she wants me to!” “I’m so afraid that she would quarrel and break up with me if I don’t listen to her. Shouldn’t boys give more and be the one to give in?”



Siu Ying: “I think the girl was too rude instead as she did not even take care of Lam’s feeling.” “She will only be more and more unreasonable and you won’t even have the freedom to make friends later!”

**Discussion Questions:**

1. What are the characters’ views on love?

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1. Do you agree with those views? Why?

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1. Do you have any suggestions to help the characters develop a healthy love relationship?

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Appendix V

**Reference for Teacher**

**“A Controlling Romantic Relationship”**

**Definition of Dating Violence**

Dating violence refers to any attacks or overly-controlling behaviour between an intimate couple verbally, physically, psychologically or sexually.

Dating violence among teenagers is on the rise. Some people use verbal, physical or sexual abuse as a tool to manipulate their partners. It does not necessarily lead to physical wounds. It can be control over their partners’ behaviour and thoughts to make them feel humiliated, anxious and threatened.

Teenagers do not have proper understanding of romantic love. Usually, they believe that love is complete submission or possession. They think that they are obliged to fulfill their partners’ requests, neglecting their own feelings and, even worse, they do not know the key to a healthy love relationship is respect and communication.

Teenagers should treat dating violence seriously and develop their independent thinking skills to critically analyse popular culture and gender relationship. Besides, they should understand that true love is not about fulfilling the needs of their partners, but mutual respect, communication and being considerate. A healthy love relationship should also be harmonious and warm, and allows both partners to enjoy freedom in their own lives and to make friends.

**Characters’ conception of love and suggestions**

Wing

**Conception of love:** She is too self-willed and only cares about her own feelings and makes unreasonable requests in the relationship.

**Suggestions:** Learn mutual respect, consider her partner’s feelings and reflect on her own behaviour which may cause stress on others.

Siu Yau

**Conception of love:** She misunderstands and romanticises gender relationships so she regards female’s sassy behaviour as delightful.

**Suggestions:** Understand the key to a healthy and balanced relationship is equality and mutual respect.

Lam

**Conception of love:** He misunderstands that gentlemanly males have to be submissive to females. He lacks self-confidence in his love relationship and only tries to please his partner by fulfilling her requests without frankly facing and expressing his own feelings.

**Suggestions:** Stay rational and autonomous in a love relationship, build up confidence and avoid losing himself when pleasing his partner.

Siu Ying

**Conception of love:** She considers others’ feelings, understands that love is more than compromising oneself and both partners should enjoy freedom to make friends.

**Suggestions:** Keep showing care for others, considering their feelings and respecting gender equality.

**Principles in maintaining a healthy and balanced love relationship**

* Both people should have a sense of security and never hurt each other
* Make the time spent together pleasurable and fun
* Respect each other and be considerate
* Both people should be able to enjoy individual freedom and personal development apart from keeping the sweet love relationship
* Maintain an equal relationship and do not control or make your partner do what he/she does not want to
* Express opinions frankly when arguments arise
* Jointly discuss matters and make decisions

**How to handle unequal love relationships and dating violence**

Teenagers should stay alert when they are in an unequal love relationship and encounter dating violence. You should never regard dating violence as a kind of caring behaviour and give excuses to your partners. You should protect yourself and clearly express your own feelings and hope of being respected by your partner. Remember, there is no tolerance to dating violence. Seek help and support from trusted people, such as friends, parents, relatives, social workers, counsellors or teachers. If necessary, you may choose to end the relationship under safe circumstances; or you should call the police if your partner threatens to hurt themselves, you or people close to you.